

CHAPTER I

INTRODUCTION

1.1 Research Background

Humans are social creatures, which causes them to interact with other people around them. In interacting, they use a communication tool known as language. Cannot separate language as a means of communication from daily human activities. Almost all interacting activities require language as an intermediary, such as teaching in class and discussing with family and others. Language as a symbol in communication provides an opportunity for everyone to convey the contents of their thoughts. People can provide information, exchange information, and get information through language. Therefore, language plays an essential role in human interaction.

Language has an essential role in education as an intermediary between teachers and students during the learning process. The teacher can explain the material to students using language, and the students understand the material presented. A teacher who has an essential role in the learning process must use language appropriate to the conditions and situations during learning activities. Students must quickly understand the language used by a teacher.

As a mode of communication, language is split into spoken and written language. In every language, there are these two varieties. English is an international language. As a global language, English plays an essential role in

interacting internationally. People from various countries are expected to be able to speak English. From elementary school through university, English is the first foreign language that students in Indonesia are required to learn so that the Indonesian people compete with people from other countries.

English is the target language studied by students at every level of education. In Indonesia, teaching English as a foreign language is challenging. Students who initially use Indonesian during classroom learning must study hard to learn foreign language English. Learning English is different from learning Indonesian. Students do not find similarities between the two languages. So, in learning English, teachers must be able to use both languages, namely English and Indonesian, to make communication easier.

Bilingualism is the usage of two languages. According to Rahmina & Tobing (cited in Elmiani, 2020), the capacity to communicate in two languages is known as bilingualism. A teacher who explains material using Indonesian and English language can be an example of bilingualism because they combine two languages while learning English. Code-mixing and code-switching happen in English lessons since the teacher and students are speaking two separate languages.

Code is a variation of language in communication. People sometimes code between English and Indonesian. A code is carried out between languages, such as phrases and sentences in the speaker's speech. In a bilingual and multilingual culture, there are codes such as code-mixing and code-switching. It aims to facilitate communication that occurs between the two parties. Both of these codes occur in various aspects of human life. It can be seen from the mix of languages

used in their communication. Like the research conducted by Pharamita, Hardiah, & Damayanti (2021), communication between teachers and students sometimes involves mixing and swapping codes. In a study conducted by Salmawati (2020), code-mixing and code-switching were also found in the teacher's speech.

Both code-mixing and code-switching have distinct concepts and meanings. When humans combine two languages in speech acts, code-mixing happens. There are three different types of code-mixing: intra-sentential code-mixing, intra-lexical code-mixing, and involving a change of pronunciation. Each component of this code-mixing has a unique concept. Code-mixing is to enrich the language and emphasize a particular meaning in communication.

Code-switching is a different kind of code. Code-switching is the process of changing the language used in the discourse. For example, speakers who use Indonesian control English. The language used in code-switching varies depending on the context in which it is spoken. There are three code-switching types: tag switching, intra-sentential code-switching, and inter-sentential code-switching. Each part of this code-switching has a different concept from one other. The purpose of this code is to enrich the language and emphasize a particular meaning in the conversation.

The utilization of code-mixing and code-switching in learning English in the classroom can be found in the language used during interaction in the classroom. Both types of codes have reasons for their use. Based on the statement above, in this study, the writer having an interest for study regarding code-mixing and code-switching used by pre-service teachers from the English Language Education Program at the Ganesha University of Education during PLP-Adaptive activities.

A pre-service teacher is an education student from English Language Education who teaches in the target school. Like a teacher in commonly, they will combine two or more languages when teaching in class. The writer focusing on analysing the forms and the reasons. So, the researcher formulated this research under the title "An Analysis of Code-Mixing and Code-Switching Used by Pre-Service Teachers in Online English Teaching."

1.2 Identification of the Study

The problem of the study is formulated as follows: During the language education process, code-mixing and code-switching occurred often; for some reason, pre-service teachers practiced code-mixing and code-switching; these codes were thought to aid students in learning the target language, English.

1.3 Limitations of the Study

This research looks at the many kinds of code-mixing and code-switching employed by pre-service teachers when teaching English online, as well as the reasons behind these practices.

1.4 Research Problem

The following is how the study's problem is stated:

1. What types of code-mixing are used by pre-service teachers in online English teaching?
2. What types of code-switching are used by pre-service teachers in online English teaching?
3. What are the reasons for code-mixing and code-switching used by pre-service teachers in online English teaching?

1.5 Purpose of the Study

The goal of this research is established based on the issue as follows:

1. To identify the types of code-mixing used by pre-service teachers in online English teaching.
2. To identify the types of code-switching used by pre-service teachers in online English teaching.
3. To identify the reasons for code-mixing and code-switching used by pre-service teachers in online English teaching.

1.6 Significance of the Study

1. Theoretical Significance

This research is expected to enrich theoretical insights about code-mixing and code-switching used by pre-service teachers when teaching English, especially how to analyse language speech in the theory of code-mixing and code-switching implemented by a teacher in learning English.

2. Practical Significance

1) For the teacher

The forms of code-mixing and code-switching and the reasons for their use in online English learning are examined in this study. English teachers can use this study as a resource to better understand code-mixing and code-switching. Teachers might also practice switching and combining codes to explain the material to pupils who struggle with their English.

2) For the student

This research can also refer students to learn about code-mixing and code-switching. This study can be used by students to understand more about the different kinds of code-mixing and code-switching that occur in the classroom. Codes can be done in the following communication.

3) For the researcher

The research results are expected to be helpful for the researcher itself and further researchers, especially for sociolinguistic research.

4) For the English Language Education Program

This research is expected to provide the information and knowledge needed to solve problems related to English in education. This research can be used for program development purposes or for scientific purposes. This study can be consulted for coursework or future research by students in the English Language Education program.

